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ABSTRACT

This booklet presents a preservice teacher education model that promotes sex equity in elementary school physical education. This competency based model details performance objectives, learning experiences, and behaviors for each of the competency areas: 1) the providing of equal opportunity education to all students; 2) the building of a positive self concept and student responsibility; 3) the development of physical, cognitive, and creative competencies; 4) the promotion of positive group functioning; 5) the establishment of a safe and developmental learning environment; and 6) the carrying out of professional responsibilities related to the school's physical education program. (CJ)

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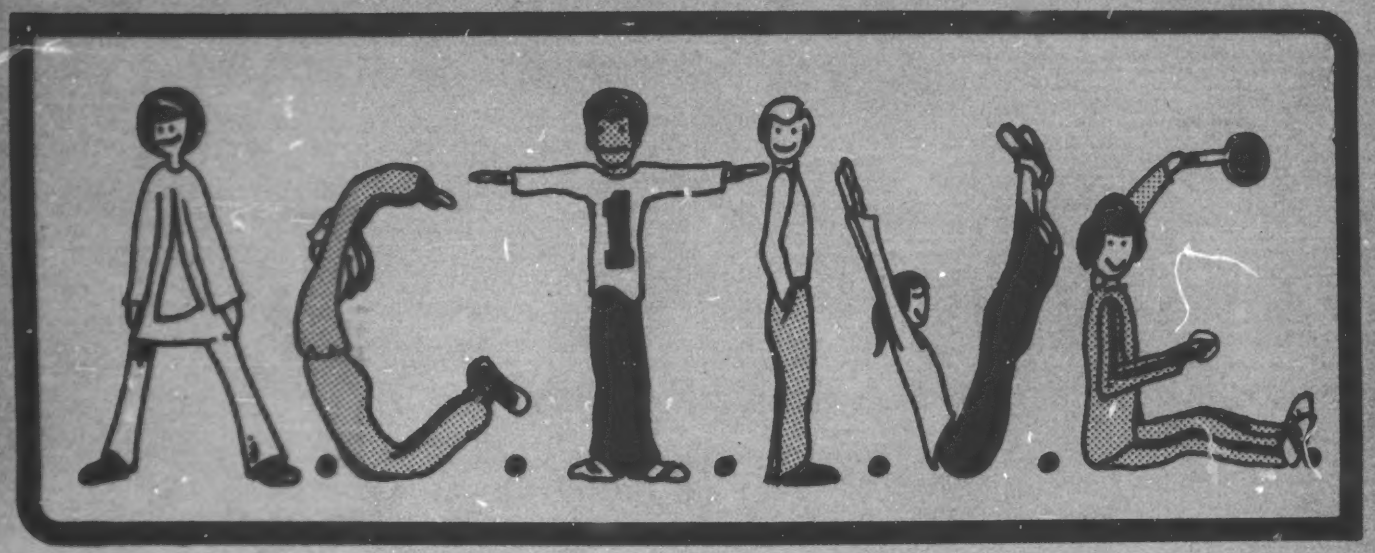

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A.C.T.I.V.E.
Sex Equity in Elementary School Physical Education

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COMPETENCY-BASED TEACHER EDUCATION PROGRAM

Women's Educational Equity Act Program
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A.C.T.I.V.E.

Sex Equity in Elementary School Physical Education

Competency-Based
Teacher Education Program

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PREFACE

The goal of Project A.C.T.I.V.E. has been to develop materials to attain sex equity in elementary school physical education. The objectives of this section are twofold: (1) to develop a Competency Standard for Physical Education Teachers in Elementary Schools, and (2) to develop a Competency-Based Teacher Education Program. These documents were developed during the second year of the Project and were an outgrowth of the initial development of materials for the A.C.T.I.V.E. Teacher's Manual.

The section on Competency Standards focuses upon sex-equitable teacher performance which will give both teachers and administrative personnel a measurable standard/guide for assessing teacher performance. The competency statement provides certification agencies and institutions that are preparing teachers with a standard on which to base the certification of future professionals.

The Competency-Based Model section describes a field-centered, clinical program for teacher preparation. The program was developed and field tested at Western Washington University. The document is intended for use by university and college physical education teacher-preparation personnel and for candidates desiring certification for teaching physical education in elementary schools. The program is designed for use with the A.C.T.I.V.E. Teacher's Manual.

We are grateful for the cooperation and assistance of officials of the Bellingham and Seattle School Districts:

Bellingham School District:
- Dr. Gordon Carter, former Superintendent
- Dr. James Roberts, Superintendent
- Dr. Richard Green, Deputy Superintendent
- Mr. Edward Brown, Principal, Silver Beach School
- Mr. Larry Gallagher, Principal, Larrabee School
- Mrs. Evelyn Kamphaus, Principal, Happy Valley School

Seattle School District:
- Dr. David Moberly, Superintendent
- Mr. Frank Tyllia, Principal, Columbia School
- Mr. Phillip McClusky, Principal, Sanislo School

Appreciation is expressed to the following individuals for their participation in the evaluation of the Competency Standards for Teachers:
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Beth Voorhees Wilke, Equity Education Officer, Superintendent for Public Instruction, Olympia, Washington

In addition, we wish to thank those students and cooperating teachers in the Bellingham School District who participated in the development of the competency-based program.

Project A.C.T.I.V.E. was one project selected as a case study project by the American Institutes of Research for the Women's Educational Equity Act Program. The assistance and advice provided by Dr. Dorothy Jo Edwards of AIR was most helpful.

The project would not have been completed without the editing, typing, and graphic-arts work by personnel in the Bureau for Faculty Research.

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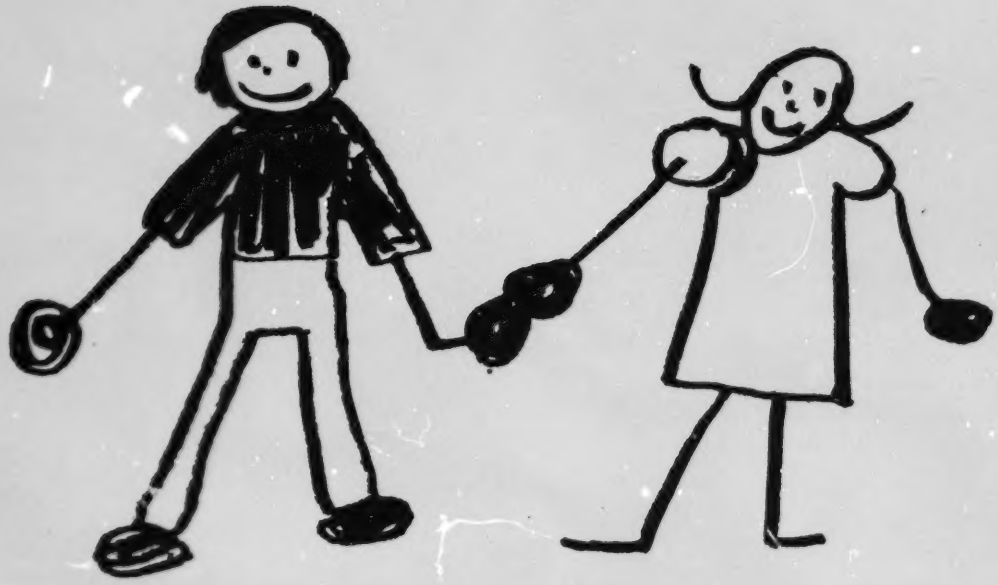

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Title IX, Education Amendments of 1972

Compentency Standards

INTRODUCTION

The competency standards developed as a part of Project A.C.T.I.V.E. are intended for use by institutions which are preparing education specialists, certification agencies, and/or school districts/consortia involved in teacher certification. The competencies also may be reviewed by personnel responsible for evaluating the performance of elementary school physical education teachers within a school district. Competency standards are considered to be a description of teacher behavior in the classroom with attention given to the children's learning and progress.

Competency Standards

The overall standard of competency is expressed as a definition of the role of the physical education specialist (see page 4). Within the scope of this definition, A.C.T.I.V.E. staff identified six general areas of competence that a teacher must possess in order to work effectively with children in grades K-6. For purposes of assessment, the six competency areas have been further divided into thirteen operational/behavioral areas.

The operational/behavioral areas identify specific aspects of physical education instruction where competent performance by the teacher is essential. For each operational/behavioral area there is a definition which is the standard that describes competent performance in that area. Representative behaviors suggested under each area are examples of behaviors which indicate that the teacher is performing competently. These behaviors are not meant to be a complete list, but rather a sample of expected behaviors. Teacher performance is extremely complex; the interrelationships of personality, professional preparation, experience with children, and type of school are all factors which make the process of specifying exact performance or behaviors difficult. Thus, utilization of the competency standards relies upon the assessor's judgment and ability to identify good teaching, as well as on the candidate's ability to identify areas and activities which will enhance her/his growth as a teacher. Where representative behaviors need additional clarification, the candidates and assessors may wish to refer to A.C.T.I.V.E. teaching materials or to the modules in this guide.

The intention of these standards is to certify teachers of elementary school physical education who perform competently in six general areas and who are also sensitive to children's feelings, aspirations, and needs. Such a teacher is able to perceive individuality, and can help each child to reach his/her potential in physical development.

Teacher Certification

The competencies described are to be demonstrated by the candidate in a program which is field-centered. It is important that experience is in a school setting so that learning takes place in a situation where what is to be learned can be demonstrated. The competencies described are intended for assessment of the candidate seeking certification and may be used in the pre-service student teacher program or an internship program. As has been suggested, the competencies may also be useful for school district personnel in providing guidance and standards for the evaluation of teachers presently involved in teaching physical education.

A basic model for developing teacher competencies in a field-centered program follows a plan of "modules" for each competency area and operational/behavioral area. This model assumes teacher preparation in an accredited institution where the candidate is or has been enrolled in a physical education major/minor course of study. It is recommended that the candidate follow a curriculum with competencies developed in courses described in Professional Preparation of the Elementary School Physical Education Teacher (AAHPER, 1969).

The standards and the training model are intended for use by qualified university supervisors of clinical/student teacher programs in conjunction with a field supervisor/master public school teacher. Qualified supervisors and field supervisors are essential to the soundness of judgment, guidance and assessment provided for the candidate. In general, qualified is interpreted as follows:

1. The university/college supervisor should be a physical education or elementary education specialist with recent elementary teacher experience and/or involvement in elementary schools. The supervisor should have preparation in elementary school physical education and an understanding of the A.C.T.I.V.E. program. This faculty member should have demonstrated proficiencies and competencies expected of university faculty.

2. The field supervisor/master teacher should be a physical education specialist who has demonstrated competencies as outlined in this document. It is assumed that the field supervisor is proficient in using the A.C.T.I.V.E. approach. Academic preparation in the supervision of student teachers is highly desirable.

It is intended that the guidance and assessment of the candidate will be carried out by at least these two professionals, with an additional member involved, if possible, such as a principal or an equity education specialist. The supervisors, along with the candidate, should be reviewed initially for qualifications and readiness to pursue the program. The supervisors will study and continuously evaluate the candidate's performance in each of the six areas. The candidate must assume considerable responsibility for selecting goals, strategies, and evaluating outcomes. Section III of this guide gives suggested evaluation or rating forms which may be incorporated into the candidate's self-evaluation or into the supervisor's assessment.

Development of Standards

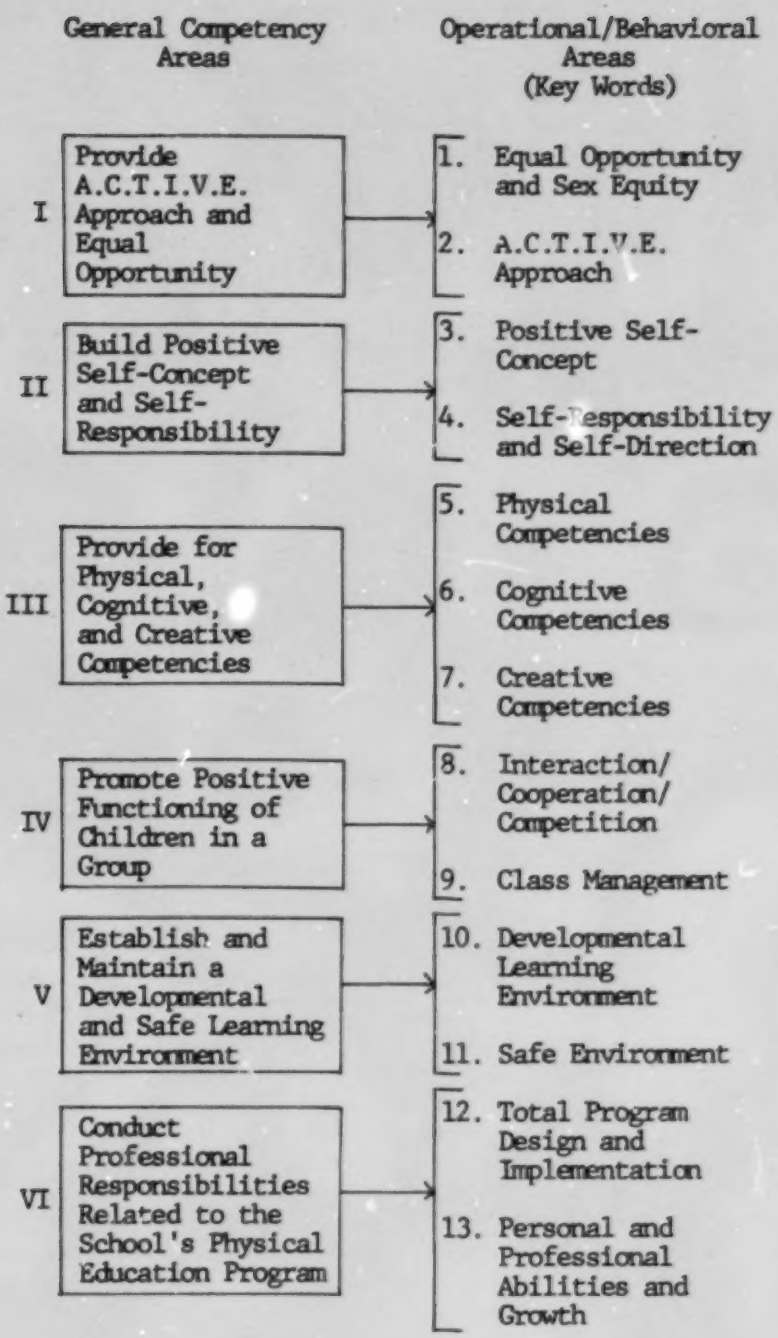
The competency standards were developed by the Project A.C.T.I.V.E. staff following participation in: (1) the development of materials for a bias-free physical education curriculum, (2) a teacher development program, and (3) a review of existing competency-based programs and related research. Extensive interviews were conducted with elementary school physical education teachers and with physical education interns in a clinical program; these interviews focused on their expectations of teachers. The competencies were revised and a draft was submitted to 15 evaluators, including school district and university administrators, physical education supervisors, university personnel in physical education, elementary physical education teachers, a member of the AAHPER staff, an affirmative action officer, and a state official working on equity education. The evaluators were most supportive of this approach and their suggestions were incorporated into the final draft.

The six competency areas with the operational/behavioral areas and a description of representative behavior are listed as follows:

A.C.T.I.V.E. COMPETENCIES

Diagram of Competency Structure

The elementary school physical education teacher is an educational specialist able to meet the needs of children (grades K-6) in a wide variety of movement experiences by providing equal opportunity for all, by ensuring equity in the treatment and expectations of all children, and by promoting positive interaction among all children.


General Competency Areas
Operational/Behavioral Areas (Key Words)
I
Provide A.C.T.I.V.E. Approach and Equal Opportunity
1. Equal Opportunity and Sex Equity
2. A.C.T.I.V.E. Approach
II
Build Positive Self-Concept and Self-Responsibility
3. Positive Self-Concept
4. Self-Responsibility and Self-Direction
III
Provide for Physical, Cognitive, and Creative Competencies
5. Physical Competencies
6. Cognitive Competencies
7. Creative Competencies
IV
Promote Positive Functioning of Children in a Group
8. Interaction/ Cooperation/ Competition
9. Class Management
V
Establish and Maintain a Developmental and Safe Learning Environment
10. Developmental Learning Environment
11. Safe Environment
VI
Conduct Professional Responsibilities Related to the School's Physical Education Program
12. Total Program Design and Implementation
13. Personal and Professional Abilities and Growth

COMPETENCY AREA I

Provide A.C.T.I.V.E. Approach and Equal Opportunity

1. Equal Opportunity and Sex Equity

Description
The teacher provides equal opportunities for all children regardless of ethnicity, sex, ability, skills, or handicap. In order to accomplish this, an understanding of the psychological, sociological, physiological, and perceptual-motor characteristics of girls and boys, within the same age group and within different age groups, should be demonstrated. In providing equal opportunities, the teacher should demonstrate an understanding of Title IX, Title VI, PL 94-142, and other laws affecting student rights. The teacher should display an awareness of problems relating to stereotyping in physical/sports activities.

Representative Behaviors
The teacher helps each child as an individual to achieve full movement potential and provides for sex-equitable opportunities. For example, the teacher:

- expects equal involvement and cooperation from boys and girls
- supports girls and boys equally as leaders
- avoids grouping by sex only and utilizes various methods for children to be comfortable in working in mixed-sex or same-sex groups
- uses inclusive rather than exclusive language
- uses girls as frequently as boys to demonstrate skills, activities, and rules for new games and helps children in gaining respect for each other and responding to each other as equals
- acquaints children with both female and male adult role models
- examines materials and selects those which show girls and boys in nonstereotyped roles.
- ensures equal opportunities for skill development

2. A.C.T.I.V.E. Approach

Description
The teacher shows an understanding of the goals of the A.C.T.I.V.E. approach, which integrates sex-equity into the total physical education curriculum by providing new activities and suggesting new approaches to traditional games and sports. The teacher should be acquainted with the strategies and rationale of movement education as an approach to physical education.

Representative Behaviors
The teacher should be able to:

- describe the long-term goals and the more immediate objectives of the A.C.T.I.V.E. approach
- describe rationales for this program
- understand the role model of a teacher
- display knowledge and understanding of a variety of teaching methods--e.g., problem solving, station activities, partner task cards, and command methods
- assess outcomes of children's behavior regarding equal opportunity and sex equity
- enhance a child's awareness of his/her potential in sports or dance activities

COMPETENCY AREA II

Build Positive Self-Concept and Self-Responsibility

3. Positive Self-Concept

Description
The teacher helps the child to know, accept, appreciate herself/himself as an individual, to express positive feeling toward self and others, and to show pride in his or her accomplishments. The teacher provides a balance of success experiences and challenge experiences and encourages children to achieve as they are capable.

Representative Behaviors
For example, the teacher helps each child to:

- develop a sense of esteem and self-confidence in performing a variety of movement skills
- have successful experiences
- enter into all activities and try new activities
- gain positive attitudes toward lifelong physical activity
- accept her/his own limitations and the limitations of others
- evaluate his/her own performance

4. Self-Responsibility and Self-Direction

Description
The teacher helps each child to develop independence and to acquire an ability to express, control, and understand feelings relative to his/her sex and ethnic or cultural group. This area focuses on helping children to develop a sense of independence by providing opportunities for children to assume responsibility and become self-directed.

Representative Behaviors
For example, the teacher helps the child to:

- become more independent
- assume responsibility both within groups and individually
- work for longer periods of time without teacher direction
- work responsibly with equipment
- remain in her/his own space and work on a task
- complete projects, activities, and games
- make responsible and satisfying choices of activities during class as well as during free play/recreational periods
- control temper and emotions
- work as a contributing member of a group
- assume initiative in pursuit of the development of individual and group activities
- overcome self-limiting behaviors arising from stereotyped attitudes or behaviors

COMPETENCY AREA III

Provide for Physical, Cognitive, and Creative Competencies

5. Physical Competencies

Description
The teacher provides a variety of activities and opportunities to promote physical development and to meet individual needs. The teacher should be able to determine physical growth needs such as perceptual-motor, fitness, skills, and health, and be able to analyze the developmentally fundamental movement patterns of the children.

Representative Behaviors
For example, the teacher will:

- provide opportunities for children to develop skills in gymnastics, related game and sports skills, dance, and aquatics
- provide activities to meet total fitness needs
- provide progression in activiites appropriate to the ages and skill levels of the children
- provide for basic task analysis of skills such as jumping, running, throwing, catching, striking, and skipping
- assist each child in becoming aware and developing control over his or her body in a variety of challenging movement situations
- expect equal performances of boys and girls in all activities

6. Cognitive Competencies

Description
The teacher provides activities and experiences which encourage problem solving, questioning, and discovery skills appropriate to the child's developmental level. Skills in questioning, such as analytical, evaluative, and imaginative questions, should be demonstrated. The teacher should help children to understand concepts related to mechanics in movement, physiological fitness, and learning skills.

Representative Behaviors
For example, the teacher helps children to:

- learn through exploration and discovery
- develop concepts relating to space: personal and general
- understand mechanics in movement
- understand physiological fitness
- analyze movement skills and bring about improvised skills
- learn the rules and strategies of common physical and sports activities

- relate concepts in movement to the total learning/educational experience, e.g., art, science, music
- achieve a realistic understanding of their abilities and their potentials

7. Creative Competencies

Description
The teacher uses a variety of appropriate movement experiences, equipment, and media that stimulate children to explore and express creative abilities. Challenging and interesting experiences are provided which stimulate children's curiosity and imagination.

Representative Behaviors
For example, the teacher will:

- provide opportunities for children to express creativity through all activities--gymnastics, inventive games, dance, and dramatic activities
- encourage creative expression of feelings and ideas
- help children develop inventiveness in the prescribed activity
- support boys' and girls' ideas equally
- utilize children's artwork which relates to physical education as a part of the visual display incorporated into the lessons

COMPETENCY AREA IV

Promote Positive Functioning of Children in a Group

8. Interaction/Cooperation/Competition

Description
The teacher assists the children in learning to get along with others and to work together toward a common goal. Facilitating the development of cooperative as well as inventive games and encouraging feelings of mutual respect among all children are very important. The teacher encourages children to work and play cooperatively as well as in competitive/challenge situations. The teacher provides opportunities for boys and girls to develop leadership and human relations skills.

Representative Behaviors
For example, the teacher helps children to:

- work together as mixed-sex and same-sex partners, or in small-group situations, with improved interaction of boys and girls
- show tolerance of poor performance and appreciation of good performance
- respect fair play and follow the rules
- work together in the development of a dance or a gymnastics sequence or in inventing new games
- join in competitive activities with a desire to excel and to strive for the best effort
- cultivate interest in activities more commonly participated in by the other sex
- understand that team functioning requires the support and encouragement of all members regardless of sex

9. Class Management

Description
The teacher provides the children with a positive and productive learning atmosphere. Routine procedures and rules of conduct are accepted by children and other teachers in the building. Management focuses on organizing and implementing positive and comfortable procedures by establishing realistic limits and expectations for the children. Effective use of time, maximum active participation, and orderly transitions from one activity to another should be accomplished.

Representative Behaviors
For example, the teacher will:

- help children control movement activity through responding to starting and stopping signals
- help children to organize and be responsible for equipment
- use productive managament/interaction techniques
- treat children with respect and courtesy, with firmness and consistency
- discipline boys and girls in similar ways
- assign boys and girls equally to helping and clean-up tasks
- use positive reinforcement, reward and praise equally; reinforce good performance when it occurs
- use a variety of teaching methods to fit with the learning styles of the children
- expect enthusiasm form everyone for all activities
- learn to recognize sex-differentiated behavior and take the appropriate actions to minimize it

COMPETENCY AREA V

Establish and Maintain a Developmental and Safe Learning Environment

10. Developmental Learning Environment

Description
The teacher provides a developmental physical environment that includes a variety of apparatus and small and large equipment in both indoor and outdoor activity and play areas. Visual aids, wall charts, and posters reflect equal male/female participation and involvement in a variety of sports skills.

Representative Behaviors
For example, the teacher will:

- utilize appropriate developmental apparatus and materials for the children
- use progress charts on the wall
- use posters of sports figures which represent a wide range of possibilities and achievement for both sexes
- show illustrations of both boys and girls performing skills
- help children organize mixed-sex groups during playground periods
- observe children's choices of apparatus and equipment and identify changes which could be encouraged--e.g., ensuring that girls have equal access to apparatus and equal support for their use of it
- avoid the designation of areas in the gym or the playground which are just for boys or just for girls
- encourage other teachers to serve as role models by participating in a variety of activities on the playground

11. Safe Environment

Description
The teacher provides a safe environment by careful planning of activities and by taking measures to prevent accidents. The teacher should expect and demand care for self, others, and the apparatus and should teach children to take responsibility for all of these.

Representative Behaviors
For example, the teacher will:

- check to see that children wear suitable clothing for the activity
- see that children inspect and care for the equipment and apparatus
- help children be aware of space and avoid crowding

- ensure that groups for physical education are no larger than the space, and that space for apparatus allows for the safe conduct of activities
- establish safety rules that are understood and practiced by all
- demonstrate knowledge of first aid
- provide equipment and apparatus for special needs of the handicapped
- expect equal caution and care from both sexes

COMPETENCY AREA VI

Conduct Professional Responsibilities Related to the School's Physical Education Program

12. Total Program Design and Implementation

Description
The teacher is responsible for the instructional phase and the intramural/recreational program, and assists with playground design and organization. The teacher works with appropriate administrative and professional staff and with community group members in planning and implementing an A.C.T.I.V.E. approach to a total program of physical education. The program should be consistent with the objectives of the school and the community as well as with the needs and interests of the children.

Representative Behaviors
For example, the teacher will:

- plan and implement a bias-free physical education curriculum
- plan and implement units and daily lessons
- provide opportunities for all interested children to participate in a variety of recreational and intramural pursuits during the school day
- participate on facility planning committees
- evaluate the children's progress as well as the program's effectiveness
- interpret and effectively utilize the evaluation results

13. Personal and Professional Abilities and Growth

Description
The teacher should exhibit a high standard of personal and professional integrity and commitment to children. The teacher's actions and position as a model, the learning environment and its visual displays, and the things that children say to each other all influence children's perceptions and learning.

Representative Behaviors
For example, the teacher will:

- examine the kind of sex-role model that he/she portrays so that students are provided with a nonstereotyped model (a person who exhibits a wide range of behaviors which are free of sex-typing)
- show initiative in professional growth
- attend professional meetings such as parent meetings, conferences, seminars, and faculty meetings
- communicate effectively with colleagues and parents

- demonstrate a knowledge of legal responsibilities and liability pertinent to the field
- demonstrate a satisfactory level of personal habits and physical fitness, including health practices and movement skills essential to effective teaching and guidance of movement experiences for children
- react effectively to situations arising out of unforeseen circumstances--e.g., accidents, changes in facilities, weather
- demonstrate an awareness of various professional organizations and publications in physical education, elementary education, psychology, and sex/race equity

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"We learn here."

Helen, Fourth Grade

Competency-Based Model

INTRODUCTION

The teacher behaviors described in the competency standards have focused upon sex-equitable physical education teacher performance in elementary schools. How does a teacher proceed to achieve the competencies? Often, the beginning teacher is given little assistance or direction in determining some vaguely defined performance level. The intent of this competency-based model is to describe performance objectives that include learning experiences to meet the needs of the candidate desiring certification. The initial teaching certificate

is normally granted upon demonstration of the competencies. Each of the Competency Areas I-VI (described in the preceding section on Competency Standards) have objectives that include tasks designed to assist the candidate in the attainment of the competencies. The A.C.T.I.V.E. model of learning experiences/modules was developed to accompany the competency standards; the model provides a guidance system which may be incorporated into professional preparation programs. The material provided in this model also is to be utilized with the A.C.T.I.V.E. Teacher's Manual.

The model assumes that teacher education candidates are involved in a field-centered program, with the major portion of their experience being in an elementary school, grades K-6. The model is individualized and is intended for use over a period of 20 to 22 weeks, although portions of the model could be utilized within a one-term, traditional student teaching experience. While the model described is for a 20- to 22-week program, it is likely that some candidates will be proficient and demonstrate competencies in a shorter time, while others may require a longer period. A candidate works toward successful demonstration of the competencies. Progress in this effort is designated as Instructional Proficiency Level I and Instructional Proficiency Level II. The activities in the modules range from readings in the A.C.T.I.V.E. Teacher's Manual, observations of lessons, and micro-teaching to assuming full responsibility as a teacher. Not all tasks need be pursued by all candidates; supervisors may need to add or substitute other experiences as candidates require.

The A.C.T.I.V.E. model provides an opportunity for the candidate to:

1. Participate in a training program which provides for sex equity.
2. Articulate professional goals and aspirations.
3. Assess and determine his/her readiness to assume the role of teacher in the school environment.
4. Demonstrate the ability to assume professional responsibilities.
5. Identify experiences and strategies for achieving professional goals.
6. Explore performance evaluation.

The description of the A.C.T.I.V.E. model is presented as follows:

Section I: Organization and Process of the Model

Section II: Utilization of Instructional Modules

Section III: Evaluation and Assessment Forms

SECTION I: ORGANIZATION AND PROCESS OF THE MODEL

The model is designed to meet the needs of the teacher candidate who is assigned to one or two schools within the school system. A university supervisor in physical education coordinates the program for all candidates; the field supervisors or cooperating teachers are the physical education teachers in the elementary schools. The elementary schools should have a regularly scheduled physical education program with classes meeting three to five times weekly.

The full program of 22 weeks is divided into two 11-week terms, with the first 11 weeks considered a development phase and the second term devoted to a full-time practicum or student teaching phase. For the full program, the candidate is assigned to an elementary school with a cooperating physical education teacher. During the first 11 weeks (by working through the modules), the candidate participates in observations, micro-teaching, field trips and group seminars. Emphasis is placed on micro-teaching, assisting the teacher with a part of the lesson, and teaching a small group. Prior to the end of the first 11 weeks, the candidate prepares and teaches an instructional unit of eight to ten lessons for approximately two weeks; the unit is to be taught only to one or two classes. This unit is the major requirement for establishing the first level of instructional proficiency; the second level is the completion of the practicum or student teaching in the second term. Instructional Proficiency Level I requires the candidate to show satisfactory progress in achievement of the competencies as outlined in Areas I-V of the Competency Standards section; Instructional Proficiency Level II requires the candidate to complete approximately 90 percent of the competencies in Areas I-VI.

Throughout the entire period, considerable responsibility is required of the candidate for setting goals, specifying objectives, evaluating work accomplished, and determining with supervisors those areas needing refinement and improvement. The competency area modules do not necessarily need to be taken in order; individual and curricular needs and the experience of children will vary. The candidate should view the modules as a guidance system, that is, as a set of procedures whereby events and activities are organized in a way that increases the likelihood of successful completion of the teaching experience. The system aims at attaining instructional proficiency. The procedures are designed to provide information to the candidate and to the supervisors about the candidate's progress and readiness for teaching, and to provide an opportunity for the candidate to demonstrate competencies. Progress and competency attainment are established with the candidate's self-evaluation, as well as with evaluation by the supervisor and the cooperating teacher.

In beginning the program, the candidate completes a self-evaluation by reviewing the six competency areas and determining those areas and/or skills needing attention. The supervisors review the candidate's self-evaluation, background, experience, and goals.

Candidates' needs are determined in several ways, specifically:

1. A written self-evaluation following study of the competencies.

2. Observations and experiences in a variety of classrooms during the first week of the program.

3. Conferences with supervisors (as a cooperative group, the supervisors and the candidate are jointly responsible for collecting and interpreting information).

After the initial evaluation, goals and objectives are established for the first term. Specific objectives to be accomplished for the first four or five weeks are drawn from the modules related to Competency Areas I-V. These activities are designed to prepare the candidate for Instructional Proficiency Level I, which is an integrated, practical-application experience to determine actual teaching competency under real but limited conditions. As indicated previously, the candidate is expected to prepare and teach a unit for approximately two weeks with one or two classes; for this, the evaluation and planning guide in Section III should be used. It is suggested that the candidate participate in micro-teaching within the first two weeks of the term. The first term, therefore, involves self-assessment, the establishment of objectives, and a plan for the development and carrying out of an instructional unit.

Establishing Competency for Instructional Proficiency Level I

The evaluation of the candidate for Instructional Proficiency Level I is to be completed prior to the beginning of the second term and full-time student teaching. Success in Level I is a prerequisite to the practicum phase. The supervisors review the performance level: Has the candidate made satisfactory progress in five competency areas? As a guideline for this judgment, the candidate should show satisfactory progress in the following areas as indicated on the modules. The number and code are given to correspond to competencies and representative behaviors listed in the modules:

Area I: 1.1 - 1.6; 2.1 - 2.5

Area II: 3.1, 3.2; 4.1, 4.2

Area III: 5.1 or 5.2 or 5.3; 6.1, 6.2; 7.1

Area IV: 8.1, 8.2, 8.3; 9.1, 9.2, 9.3

Area V: 11.1 - 11.3

An evaluation of the candidate's performance in these competency areas, in addition to completion of the evaluation and planning guide (Form A) in Section III by the candidate and the supervisors, is required prior to planning for the practicum--the student teaching phase.

Establishing Competency for Instructional Proficiency Level II

As a guideline for attaining Instructional Proficiency Level II, the candidate should continue to show improvement in the competency areas listed in Level I and to work on the remainder of the competencies to reach minimal proficiency at the end of the practicum. The

practicum builds upon the outcomes of the Level I performance and gradually introduces the candidate to the full range of a physical education teacher's responsibilities. The candidate may, for example, assume responsibility for instructional units on a half-day basis for a period of two or three weeks prior to assuming full responsibility for teaching all classes. When candidates can demonstrate these responsibilities, they are recommended for certification; thus Instructional Proficiency Level II is achieved.

Throughout the practicum phase, the candidate continues self-assessment and works toward improvement. The supervisors continue to assist the candidate in the achievement of competencies. A suggested procedure found workable involves the cooperating teacher observing new lessons being taught, followed by a discussion with the candidate on the outcomes of the lessons. The lesson is revised as necessary for subsequent classes which the cooperating teacher will again evaluate. The candidate must be aware of needed changes, must make modifications, and must conduct classes without assistance from the cooperating teacher. The university supervisor reviews lesson and unit plans with the candidate, as well as observing the candidate on a weekly basis. More visits may be needed in some cases; regular and consistent evaluation of the candidate is essential.

The candidate finishes the practicum phase when documentation verifies successful completion of units of instruction and attainment of competencies. Documentation of the candidate's work includes written lesson plans, evaluation, videotapes, and journals kept by the candidate, as well as critiques of lessons. These provide evidence for specifying:

1. The instructional objectives

2. The ability to assess whether children are achieving the instructional objectives

3. The selection of appropriate activities and experiences for the children

4. The selection of appropriate teaching strategies

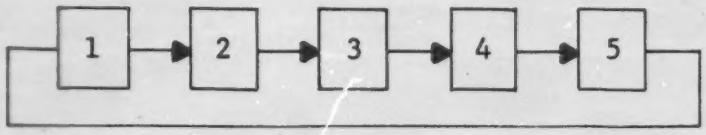
5. The application of assessment/evaluation procedures to the achievement of the children's own goals

To develop skills for teacher accountability and for promoting a program consistent with the school environment, the candidate should be able to clearly state and defend what he/she is trying to accomplish, show that activities selected and used are related to these intentions, and provide information that documents the effects of these efforts.

It is recommended that candidates and supervisors use the evaluation forms provided in Section III to assist in the ongoing assessment of performance. Teacher behavior and performance are quite complex, involving interaction of personalities, experience, and qualifications, as well as an ability to recognize strengths and areas of needed improvement and modification of behavior. The competencies and their attainment require a series of judgments and perceptions which may differ among professionals.

SECTION II: UTILIZATION OF INSTRUCTIONAL MODULES

The instructional modules provide a framework for assisting the candidate in assessing needs, specifying objectives, selecting strategies and activities, and evaluating outcomes. Below is a schematic portrayal of the competency process. Each box specifies a function of the program, and the overall arrangement of the boxes and arrows specifies a model of the process of the program.

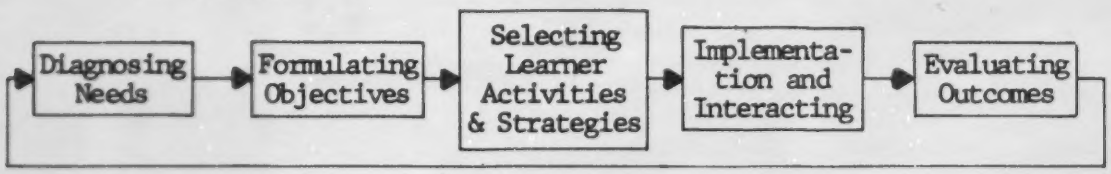


For the purposes of the competency program, this model helps examine the process of the program and helps develop procedures to facilitate the acquisition of skills and knowledge needed to function as an elementary school physical education teacher.

The model provides the candidate with an abstract or conceptual scheme to make manageable the development of a needed skill and knowledge. Decisions about ends and means are data based; that is, what is done is related to appropriate anticipated outcomes (objectives) for candidates. Successful action is determined by the subsequent progress and satisfaction demonstrated by the candidate.

The model indicates that skills are constantly developed and improved by the candidate who:

1. Seeks the best combination of objectives and needs
2. Develops an increasingly large repertoire of skills and knowledge for selecting and implementing activities and strategies



Diagnosing Needs

Careful consideration should be given to the needs of each candidate. Initially and continuously, the candidate determines what discrepancies exist (individualization) as well as the preferred learning style of each individual candidate (personalization). In short, diagnosis requires an ititial and continuous gathering of information which allows for the best possible decision about objectives and activities for each individual. While the candidate works toward determining his or her own needs, he/she also assesses the needs, backgrounds and experiences of the children while collecting information to make decisions about program objectives.

Formulating Objectives

This function of formulating objectives is the "core" of the program and determines which competencies and objectives need to be worked on during the first term. All other decisions and actions are related to what is to be accomplished. This function requires that hoped-for results be measurable (clear and specific). The objectives must be appropriate, i.e., justifiable in terms of the goals, philosophy and values of the school environment. All subsequent decisions are based on the objectives specified. The objectives specify learning experiences, activities, and performance standards. Table 1, on page 25, describes this format and the function of each part of the module.

Selecting Activities and Strategies

This is a broad function that takes place after the candidate and supervisors have reviewed the needs and objectives of the candidate. There are two tasks involved: One is making the initial selection of activities to attain competency--how one chooses among the myriad possible resources, strategies, and techniques. The second is ensuring that the activities and strategies include sufficient opportunity for evaluation. This function encompasses a complicated cluster of decisions requiring a large repertoire of skills and knowledge. Usually, skills and knowledge come with experience, if that experience involves serious and systematic evaluation of the effects of the selected strategies and activities. If this evaluation is not carried out, progress in developing competencies will be random and slow, and judgments about the success of particular activities will be questionable. During micro-teaching, the candidate should experiment with a variety of strategies and activities in order to gain confidence. The supervisor and the candidate may devise additional tasks and activities by which the candidate can demonstrate new competency in one area.

Implementing and Interacting

This phase involves doing what has been planned. An activity or strategy is made up of things to do--things the candidate must do and functions the program must perform. This process requires the candidate to master a large and diverse repertoire of skills, some of which are universally used and some of which are unique to a particular activity. In all cases, what is actually done should be related to and supportive of the objectives formulated.

Evaluating Outcomes

The basic premise of the process which this model represents is that the object of activities is represented by changes in a candidate's behavior. The candidate must take the time and effort to determine the effects of those activities. This model is also designed to ensure the systematic identification of effective activities and strategies in a variety of situations. The effectiveness of the model comes from the emphasis placed upon Evaluating Outcomes and the related plan, Formulating Objectives. The feedback loop on the model represents the intended and possible effect of such information--input to subsequent decisions regarding other functions of the model.

Evaluating Outcomes involves the information collected at periodic intervals (weeks, months, units). The greater and more reliable the information about changes in a candidate's behavior, the more confident the assessment efforts. Consequently, the candidate is in a better position to make adjustments in any feature of a program as the feedback loop in the model implies.

The evaluative function in a program serves to ensure that the results are documented. The amount and nature of such documentation directly affect the confidence in a program. In summary, an accountable program:

1. Decides with each candidate which competencies are desirable for certain periods of time or instructional units

2. Investigates activities that would seem to facilitate these changes and then implements them

3. Documents the changes achieved

TABLE I: Description of Competency Modules. One of the Six General Areas, e.g., Area I Provides A.C.T.I.V.E. Approach and Equal Opportunity

COMPETENCY AREA

Competency	Code	Performance Objectives	Learning Experiences	Performance and/or Representative Behaviors
One of the thirteen functional areas (key words): e.g., provides equal opportunity	The number for each objective	Specific objectives are listed which are part of each competency area The candidate should review each objective and determine: (1) what do I know about the objective? (2) what are the needs of the children? (3) what strategies can be selected to (a) give the candidate the necessary knowledge or experience, and (b) help children acquire skills, knowledge, and behaviors?	Suggested readings from the A.C.T.I.V.E. Teacher's Manual and/or other experiences with observation or work with children guides the candidate in the achievement of the competencies Several activities are listed for each objective; candidates and supervisors may cooperatively select from these activities and/or devise additional ones	Each objective has a standard of performance which may require an indication of the candidate's knowledge or understanding, or the standard will cite teaching performance or refer to an evaluation instrument Instructional proficiency in each competency area is determined by the candidate's performance of the representative behaviors which are listed in the competency standards

COMPETENCY AREA I: PROVIDE A.C.T.I.V.E. APPROACH AND EQUAL OPPORTUNITY

Competency	Code	Performance Objectives	Learning Experiences	Performance and/or Representative Behaviors
1. Equal Opportunity and Sex Equity	1.1	Display a knowledge and understanding of problems of sex discrimination, stereotyping, racism, handicapping conditions--individual differences	Observe several school situations where minority programs are evident, in special schools for exceptional children, and in physical education lessons or children's playground activities. Read the A.C.T.I.V.E. Teacher's Manual, Chapters I & II	Summarize impressions gained from observations regarding needs of all children
	1.2	Demonstrate an understanding of the psychobiological and sociological characteristics of children	Review prior courses in Developmental Psychology and Developmental Physiology-Kinesiology	Describe for primary- or intermediate-grade children your observations regarding maturation, interests, skills, social groups, individual and group play at this level
	1.3	Demonstrate an understanding of the problems of sexism in physical activities, sports and education	Read A.C.T.I.V.E. Teacher's Manual, Chapters I and II. Discuss community attitudes and school district policies and programs with school professionals, principals, and teachers	Describe typical ways in which sex differentiation and sex stereotyping occur, either with or without teacher/school support
	1.4	Display knowledge and comprehension of Title IX and implications of PL 94-142, state laws, and student rights	Read A.C.T.I.V.E. Teacher's Manual section covering the laws; request copies of state laws, student rights codes from school district offices; confer with district Title IX officer	Describe to a colleague the intent and implications of Title IX for elementary school physical education programs
	1.5	Apply concepts of providing for sex equity	Read A.C.T.I.V.E. Teacher's Manual, Chapters I-III; list positive steps for a teacher to provide sex equity; videotape a lesson; complete a self-evaluation following a review of the tape	Create a written report

Competency	Code	Performance Objectives	Learning Experiences	Performance and/or Representative Behaviors
	1.6	Demonstrate an understanding of the effects of stereotyping; identify stereotyped behaviors and attitudes; describe the limiting effects of stereotyping	Read A.C.T.I.V.E. Teacher's Manual, Chapter I; Optional: Workshop for Teachers of A.C.T.I.V.E., Sections I and III	Complete the checklists in A.C.T.I.V.E. Teacher's Manual, Chapter I. Perform the activities described-- "Perceptions and Stereotypes." Discuss with a colleague how stereotypes observed might limit children's (a) physical education development, (b) career options, and (c) their effectiveness as parents
2. A.C.T.I.V.E. Approach	2.1	Demonstrate an understanding of the goals and objectives of A.C.T.I.V.E. physical education	Read A.C.T.I.V.E. Teacher's Manual, Chapters I and II; view AAHPER film, "Every Child a Winner"; review the representative behaviors in Competency Area I	Describe basic goals and objectives of A.C.T.I.V.E.; write five sample short-term objectives and five sample long-range objectives
	2.2	Demonstrate an understanding of the concepts of teacher behavior and the role of the teacher	Observe and analyze teacher responsibilities and teacher behavior in the classroom; discuss teachers as role models	Determine representative behavior to be demonstrated; discuss this with a colleague
	2.3	Demonstrate an ability to select strategies and activities for beginning teaching	Read A.C.T.I.V.E. Teacher's Manual, Chapter VII; consider routine procedures, organization and activities in which EVERYONE is active	List three different methods for starting and stopping the activities; list five activities which meet the criteria of "all active, all successful"
	2.3.1	Demonstrate understanding of the following: direct method, guided discovery, problem solving, task cards, and station-type activity	Define and give examples of each of the methods; give the advantages and disadvantages of each. Observe lessons where each method is incorporated	Select a sports skill and show how three different methods could be used to develop the skills; make a written report of this

Competency	Code	Performance Objectives	Learning Experiences	Performance and/or Representative Behaviors
	2.3.2	Display an understanding of how to create interest and motivation in learning new activities	Observe techniques used by teachers to create interest in new activities for all children--low skilled, low fit	Write a report on the techniques learned
	2.4	Demonstrate an understanding of how to organize the learning environment	Read A.C.T.I.V.E. Teacher's Manual, Chapter IV. How will equipment be arranged? Plan for several methods for children to get equipment; plan station-type activity; plan an attractive gymnasium, use children's art, posters of male and female athletes, and "I Can" charts for children to complete	Write a report for a supervisors' review, and share ideas with a colleague
	2.5	Demonstrate an understanding of measuring the outcomes of teaching	Read A.C.T.I.V.E. Teacher's Manual, Chapter IV, "Assessing Outcomes"	List observable outcomes for three lessons
	2.6	Implement one activity which creates awareness of both boys' and girls' potentials in sports, dance and gymnastics	Devise the activity; plan carefully for the introduction of the lesson, discussion with children; pose questions and anticipate possible answers	Conduct and evaluate the activity; review it with a supervisor

Completion of Competency Area I:

Instructional Proficiency Level I: Candidate shows satisfactory progress in demonstrating the competencies listed under representative behaviors.

Instructional Proficiency Level II: Candidate completes 90% of the representative behaviors.

COMPETENCY AREA II: BUILD POSITIVE SELF-CONCEPT AND SELF-RESPONSIBILITY

Competency	Code	Performance Objectives	Learning Experiences	Performance and/or Representative Behaviors
3. Positive Self-Concept	3.1	Develop goals for achieving positive self-concept	Analyze rationale for the importance of this competency area; how does one's self-concept affect performance in physical activity? Observe children in physical education classes and on the playground during recess. Comment on how self-concept affects peer group relationships as well as performance of physical skills	Write a rationale for the importance of a positive self-concept in children as related to school achievement
	3.1.1	Assess needs of children		
	3.1.2	Select appropriate goals		
	3.2	Develop positive self-concept	Design five activities which ensure that all children will succeed. Develop these with groups as part of a lesson; observe responses. Are they interested? Motivated? Cooperative? Skilled?	Evaluate children's responses to the activities. Record data by sex; suggest changes or more challenges which will build self-concept. Give rationale for children's success-oriented program. List and discuss areas in which sex differences, if any, are found; describe techniques to overcome the effects of stereotyping on self-concept
	3.2.1	Select strategies		
	3.2.2	Implement strategies		
	3.2.3	Evaluate outcomes	Observe other lessons: Cite specific instances of activities that promote self-concept and activities or methods that cause negative self-concepts	
	3.3	Create an enjoyable learning environment	Devise five stations employing creative use of various apparatus and equipment; note self-confidence. Devise five stations with task cards to help learners develop challenging activities with various apparatus; stress small groups working together and use "sharing" and "volunteering" of what they accomplish	Write an evaluation of the interest and participation levels of the children; write an evaluation of their abilities in developing tasks and new ideas; discuss the relationship to developing self-concept and confidence. Administer a children's questionnaire to learn their interests in sports, dance, and gymnastics

COMPETENCY AREA II (Continued)

Competency	Code	Performance Objectives	Learning Experiences	Performance and/or Representative Behaviors
4. Self-Responsibility and Self-Direction	4.1	Assess the needs of children		
	4.2	Develop goals for helping children to achieve independence and responsibility	Read A.C.T.I.V.E. Teacher's Manual, Chapter II Observe physical education lessons and playground activity. Record observations: which age group engages in individual play/activity? Which children show ability in working responsibly with/without apparatus, without partners? Which activities require them to make decisions regarding types of activities? Which types of activities?	Write a summary of observations; record all data by sex
	4.2.1	Select strategies and activities for helping children to attain self-responsibility and self-direction	Review activities and strategies; incorporate activities which will help children to become responsible and independent, and and allow for self-direction in lessons	Review representative behaviors: Competency Area II, 4 (pp. 7-8). Growth in these behaviors will require a long period of time--over several instructional units

Competency Area II:

Instructional Proficiency Level I: Candidates show satisfactory progress in the activities.
Instructional Proficiency Level II: Candidate should complete 90% of the representative behaviors.

COMPETENCY AREA III: PROVIDE FOR PHYSICAL, COGNITIVE, AND CREATIVE COMPETENCIES

Competency	Code	Performance Objectives	Learning Experiences	Performance and/or Representative Behaviors
5. Physical Competencies	5.1	Teach gymnastics--educational/creative; formal	Assess needs of children; determine previous experience of children. List objectives for this unit	Write measurable objectives
5.1 Gymnastics	5.1.1	Develop objectives for gymnastics for primary and for intermediate grades	Determine methods and approach Design apparatus stations	Write a plan showing a variety of stations using large apparatus
	5.1.2	Plan and select objectives of methods	Use gymnastics unit plan in the A.C.T.I.V.E. Teacher's Manual. Develop five lessons in gymnastics appropriate for grades K-2, and five to ten lessons for grades 3-5 Develop wall charts and/or task cards which assist children's learning and the development of gymnastics skills; check to see that charts are sex fair or sex equal	Write lesson plans that follow the lesson plan format. Do the strategies and activities meet the stated objectives? Do they allow for individual differences, and show progression in the lesson and in future plans? Are the children active, successful, involved? Are they aware of progress? Assess the outcomes Teach five to ten lessons in gymnastics to the primary grades and intermediate grades
	5.1.3	Select strategies; assess outcomes		
	5.1.4	Conduct a minimum of eight to ten lessons, K-6; use the lesson plan format		
	5.1.5	Develop body competencies with playground apparatus	Review A.C.T.I.V.E. unit plans and develop two lessons for primary grades using the unit plans	Implement lessons: evaluate objectives and children's progress. If gymnastics is used to establish Instructional Proficiency Level I, at least eight to ten lessons for about two weeks should be taught

Competency Area III 5.1:
Complete 90% of representative behaviors.

COMPETENCY AREA III (Continued)

Competency	Code	Performance Objectives	Learning Experiences	Performance and/or Representative Behaviors
5.2 Creative Movement and Dance	5.2.1	Develop objectives for creative movement and dance, grades K-6	Review prior dance experience of children; read A.C.T.I.V.E. Teacher's Manual, Chapter X	Micro-teaching: Assist in teaching part or all of a lesson
	5.2.2	Use a variety of methods in creative movement, creative folk and ethnic dance, and selection of strategies	Idendify techniques to develop a theme for one lesson. Identify and locate appropriate stimuli for dance: poetry, sounds, percussion instruments, music	Write a plan that includes several lessons for primary and/or intermediate grades. Do lessons provide: movement; rhythm skills; active involvement of everyone; individual work and group work; logical development of themes, appropriate to children's level and interests; stimulating and interesting activities which make children think?
	5.2.3	Assess the needs and the previous experience of the children	Determine children's experience in dance, including which kinds; notice response of boys and of girls. Plan according to needs, interests and grade levels	
	5.2.4	Plan, specify objectives, select strategies and measure outcomes for a series of five to ten lessons for K-6	Discuss with children possibilities for working with sounds and improvising with instruments Practice developing questions, ideas and tasks which stimulate children's interest in dance; teach dance lessons.	Utilize evaluation forms to assess performance
	5.2.5	Teach specified folk and/or square dance in intermediate grades	Plan initial lesson considering organization of groups, individual activity, incorporation of music, easy ways of having children work with partners of same sex and other sex. List techniques for partners. Videotape the lessons; review for self-evaluation. Read A.C.T.I.V.E. Teacher's Manual, Appendix IV. Evaluate children's progress and modify subsequent lessons as needed. Assist children in identifying dances, steps, patterns and new dances	

Competency	Code	Performance Objectives	Learning Experiences	Performance and/or Representative Behaviors
5.3 Games and Sports	5.3.1	Plan and select instructional objectives	Read A.C.T.I.V.E. Teacher's Manual, sports-related Chapters XII, XIII, and XIV	
	5.3.2	Demonstrate understanding of re-classification of games and sports-related activities	Discuss how games are educational; review unit plans related to each sports area	Describe how re-classification of game/sports-related activities reduce sex stereotyping
	5.3.3	Define and describe cooperative and competitive activities	Observe children in play involving cooperation. What do you observe in relationships and skill levels?	Write a report; record data by sex Describe outcomes of observation of cooperative and competetive play
	5.3.4	Assess previous experience of children; plan objective for lesson and for a unit	Observe children in competitive play, sports, and games; considering the objectives of A.C.T.I.V.E., give the advantages and disadvantages of cooperation and competition	Write a summary of advantages and disadvantages of cooperative and competitive activity
	5.3.5	Select strategies to develop sports skills	Read A.C.T.I.V.E. Teacher's Manual regarding sports. Select one sports area and plan tasks and sequence to use for developing skills in intermediate grades	Teach part of a lesson or teach a small group as a micro-teaching activity
	5.3.6	Plan a series of eight to ten lessons; specify the objectives and strategies and assess outcomes appropriate to children's abilities	Use unit plan from A.C.T.I.V.E. Teacher's Manual. Incorporate inventive or creative games into some or all lessons	Write a lesson plan Implement the lessons and the unit Utilize the evaluation form

Competency	Code	Performance Objectives	Learning Experiences	Performance and/or Representative Behaviors
	5.3.7	Teach a unit related to sports	Assess children's abilities and previous experience; check for patterns of sex differentiation and devise questions or skill tests to determine abilities. Adjust lessons accordingly	
			Competency Area III 5.3.: Demonstrate 90% of competencies listed under this competency area. Instructional Proficiency Level II: Demonstrate satisfactory progress in representative behaviors.	
6. Cognitive Competencies	6.1	Develop children's awareness and understanding of the body's capabilities and potential	Read A.C.T.I.V.E. Teacher's Manual, Chapter X. Utilize creative movement, gymnastics lessons. Develop questions, problems that encourage children's thinking about how the body moves as well as its separate parts. Ask children to show in movement solutions to problems; allow brief periods of discussion of their understanding	Evaluate the quality and variety of children's responses to the tasks and questions. Write a list of questions with a lesson plan related to body awareness, gymnastics or dance
	6.2	Select Strategies which promote children's thinking and understanding of skills analysis and how they learn skills	Consider challenges, tasks which involve children in learning traditional skills and devising "new" skills with improvised apparatus; use a familiar skill and ask children to alter it; ask children to share ideas of how they learn skills	Implement an activity with a small group; evaluate it. Include discussion of sex differentiation and degree of success with techniques designed to minimize it; write lessons
	6.3	Assist children in the understanding of concepts related to mechanics, as in gymnastics and sports-related physiological fitness	Use mechanical principles as applied to gymnastics and track and field Devise tasks and activities to relate physical fitness to jogging, circuit activities, stations, aerobic activity with measurements of heart and blood pressure	

Competency	Code	Performance Objectives	Learning Experiences	Performance and/or Representative Behaviors
			When teaching a sports activity, ask the children to develop "strategies" for a team game (4-5 per team)	

Competency Area III 6.:
Demonstrate 90% of representative behaviors.
Instructional Proficiency Level I: Satisfactory progress in representative behaviors.
Instructional Proficiency Level II.

7. Creative Competencies	7.1	Teach a variety of activities which allow for expressive and creative abilities	Review sections on teaching gymnastices, creative movement, dance and related sports, in Teacher's Manual	Review with supervisor the extent to which any of these lessons allow for expressive and creative activities
	7.1.1	Assess children's needs and prior experience	Discuss responses expected of children in grades K-2 and those in grades 3-6	
	7.1.2	Plan specific objectives, select strategies and activities, and evaluate outcomes	Plan tasks and themes which stimulate creativity and movement in all children. Discuss ways it provides sex-equal stimulation and encouragement. Determine children's experience with creative work. Give special consideration to needs and interests of all children; those in intermediate grades may be inhibited about this activity if prior exposure was limited. Read Teacher's Manual, Chapter V. Develop lessons where creative games are used; devise possible techniques, activities, music, sounds or other stimuli which children in grades 4 and 5 will be comfortable with in this activity	

COMPETENCY AREA III (Continued)

Competency	Code	Performance Objectives	Learning Experiences	Performance and/or Representative Behaviors
	7.1.3	Implement creative involvement of children in all activity areas	Review each lesson developed in gymnastics, games/sports, and dance: Does each lesson allow for creative expression and development of creative competencies?	

Competency Area III 7:

Instructional Proficiency Level I: Show satisfactory progress in representative behaviors.

Instructional Proficiency Level II: Candidate should exhibit satisfactory performance in 90% of the representative behaviors.

COMPETENCY AREA IV: PROMOTE POSITIVE FUNCTIONING OF CHILDREN IN A GROUP

Competency	Code	Performance Objective	Learning Experiences	Performance and/or Representative Behaviors
8. Interaction/ Cooperation/ Competition	8.1	Plan and select instructional objectives	Observe children in K-2 on playgrounds; describe individual and group play. Notice time period in activity, types of activity, and nature of competition/cooperation	Assess children's abilities to work together cooperatively and competitively; summarize types of activities in which girls and boys participate during recess, after school, and at lunchtime
	8.2	Select strategies and identify needs of different groups in cooperative and competitive activity	Observe older children (grades 3-6) in any interaction with younger children in cooperative or competitive activity; comment as indicated above	Write objectives for cooperative/ competitive activity
	8.3	Develop techniques for enhancing group interaction, e.g., working with a partner, or in small or large groups	Review 5.3.3 objective; cite the advantages and disadvantages of it to children's growth Identify areas of need	Assist everyone--boys and girls--in joining competitive activities with desires to excel and to strive for best efforts
	8.4	Devise some methods to help children get different partners and get into groups	Work with a small group--ask children to help their partners: How can they help their partners? How does this improve the game?	See if children show respect for fair play and if they follow the rules
	8.5	Devise techniques for helping fourth through sixth grade children to work in mixed-sex groups	Devise tasks/problems for children to work cooperatively on solutions--e.g., a gymnastics sequence; give them opportunities to make rules: discuss results	

Competency Area IV 8:

Instructional Proficiency Level I: Show satisfactory progress in representative behaviors.

Instructional Proficiency Level II: Candidate should exhibit satisfactory performance in 90% of the objectives.

COMPETENCY AREA IV (Continued)

Competency	Code	Performance Objective	Learning Experience	Performance and/or Representative Behaviors
9. Class Management	9.1	Demonstrate knowledge and understanding of class management techniques	Read A.C.T.I.V.E. Teacher's Manual, Appendix I. Discuss with cooperating teacher observations of the lessons	Write and/or discuss orally the management techniques as applied to all groups and for special needs
	9.2	Demonstrate an understanding of routine procedures, rules, and discipline codes; prevent discipline problems	Review school policies; discuss them with cooperating teacher	
	9.3	Demonstrate an ability to assess management needs and develop strategies	Observe reinforcement techniques used in lessons; observe reinforcement of individuals, groups	Apply techniques of reinforcement of desired behavior
	9.4	Develop written lesson plans; demonstrate an ability to organize children's activities and apparatus and to provide maximum active participation and orderly transition between activities	Observe several lessons (at least one in a difficult class); indicate instances where discipline is dealt with and how it is managed, and observe positive and negative reactions of children to each other; observe peer pressure used to solve discipline problems	Create a series of 3 or 4 lessons which show satisfactory planning for teaching
	9.5	Demonstrate class management skills and behaviors	Evaluate different techniques used with different children, different classes, and small- and large-group management	Write evaluations which indicate understanding of successful techniques and areas needing improvement

Competency Area IV 9:

Instructional Proficiency Level I: Show satisfactory progress in representative behaviors.

Instructional Proficiency Level II: Demonstrate satisfactory progress in 90% of representative behaviors.

COMPETENCY AREA V: ESTABLISH AND MAINTAIN A DEVELOPMENTAL AND SAFE LEARNING ENVIRONMENT

Competency	Code	Performance Objectives	Learning Experiences	Performance and/or Representative Behaviors
10. Developmental Learning Environment	10.1	Assess needs for a developmental physical environment and include indoor and outdoor apparatus and activity areas	Visit several creative playgrounds in either school or recreational playgrounds. Indicate possibilities for your school; what apparatus and areas will be necessary for the K-6 program?	Write an analysis of the apparatus and outdoor needs of the vendor
	10.2	Assess visual aids, wall charts, progress charts and posters to be used in the instructional units	Review learning aids appropriate to the instructional unit; review criteria for the selection of materials	Prepare a list of types of visual aids and sources of nonsexist visual aids
	10.3	Plan and select strategies and implement a developmental learning environment for a series of lessons, both indoor and outdoor	Review available apparatus and the developmental level of each class. Plan apparatus and stations; select objectives of visual aids, choose posters and charts	Choose apparatus and tasks for developmental activity; provide for skill and maturity level of children
	10.4	Demonstrate the appropriate use of visual aids, charts, posters or bulletin boards	Review posters and charts; devise an activity for children to make posters (with an art lesson)	Select visual aids and prepare and utilize them as appropriate for the objectives
	10.5	Help children to organize mixed-sex groups during playground activities	Plan strategies for assisting the children to organize the playground	Implement interaction of children on the playground

Competency Area V 10:

Instructional Proficiency Level II: Candidate should demonstrate satisfactory progress in 90% of the representative behaviors.

Competency	Code	Performance Objectives	Learning Experiences	Performance and/or Representative Behaviors
11. Safe Environment	11.1	Assess requirements of safety procedures in the instructional unit	Review lesson plans--content and procedures. Anticipate those activities which require special consideration, rules, apparatus. Inspect improvised equipment. Assess requirements in station-type activities--use of space and equipment	Write a test of safety procedures to be followed for all activities
	11.2	Establish safety rules with the children; be sure they are understood and practiced by all	Determine areas needing safety rules. Develop questions and situations to pose with children. Discuss solutions thoroughly	Implement questions on safety procedures and discussions with the children in all lessons
	11.3	Plan for and select strategies for a safe environment; implement them	Review expectations and rules which need to be stressed for children to be responsible and careful; review use and care of apparatus Consider special needs of handicapped children	Review with the children, as necessary, procedures for establishing safe conduct

Competency Area V 11:

Instructional Proficiency Level I: Candidate should show acceptable progress in representative behaviors.

Instructional Proficiency Level II: Candidate should show acceptable progress in 90% of the representative behaviors.

COMPETENCY AREA VI: CONDUCT PROFESSIONAL RESPONSIBILITIES RELATED TO THE SCHOOL PHYSICAL EDUCATION PROGRAM

Competency	Code	Performance Objectives	Learning Experiences	Performance and/or Representative Behaviors
12. Total Program Design and Implementation	12.1	Assess instructional needs and interests of children	Review district/state curriculum guide; determine interests of children in grades 3-6; determine prior experience and background of children; determine community interests and possible outside facilities or areas that may be used to supplement the program Decide with curriculum committees on needs for updating and revising the guide	
	12.2	Implement an instructional plan for a period of 2-3 months for all classes	Develop units as needed for a period of 6-12 weeks; lessons/units for grades K-6 should be created: include dance, sports, gymnastics	
	12.3	Plan specific objectives and select strategies; measure outcomes of a yearly plan, a seasonal or unit plan, and lessons as appropriate for K-5	Review existing units and/or seasonal plans. Are the objectives stated? Are additional strategies needed? Should new activities be added? Will you modify or delete activities? How are children evaluated? Is a record kept of patterns of sex differentiation and techniques used to minimize them?	List areas needing revision and updating: Are new activities needed? Develop a written plan for changes in curriculum

Instructional Proficiency Level II: Use evaluation form.

Competency	Code	Performance Objectives	Learning Experiences	Performance and/or Representative Behaviors
	12.4	Construct an informal recreational or intramural activity for noon hour and/or for after-school activity	Review outcome of student interest questionnaire. Decide upon an activity which should be included as a recreational and/or intramural program	Conduct recreational/intramural activity. Indicate objectives and grade levels; evaluate the children's responses and interaction. Are they sex-equal? Involve children in planning and decision making. Discuss with other teachers and playground supervisors
	12.5	Evaluate children's progress	Describe measurement tasks and instruments which are related to the unit objectives. Describe the procedures to be used to record children's progress	Provide summary of objectives accomplished by the children. Which children evidenced the most progress? the least? Which objectives were the most difficult for most children? How should the objectives or strategies be modified if the unit is repeated?
	12.5.1	Interpret and effectively use evaluation results		

Competency Area VI 12:

Instructional Proficiency Level II: The candidate may not be involved in a year-round practicum experience; therefore emphasis for this competency area should be on parts 12.1, 12.2, 12.4, and 12.5.

COMPETENCY AREA VI (Continued)

Competency	Code	Performance Objectives	Learning Experiences	Performance and/or Representative Behaviors
13. Personal and Professional Abilities and Growth	13.1	Exhibit a high standard of personal and professional integrity and commitment to children	Identify ideal qualities and role of a teacher: What is realistic? Identify personal strengths. Identify those areas needing improvement; what strategies will be used for improvement? Indicate desirable health and fitness qualities and practices essential for a teacher; rationalize those qualities. List desirable behaviors to provide a nonstereotyped role model. Review school and district faculty codes	Write or give an oral summary of all Learning Experiences noted in this section (13.1).
	13.2	Assume professional responsibilities	Attend school/district faculty meetings; attend parent-teacher meetings. Observe a teacher-parent conference. Volunteer for a district/school committee or project. Review information--literature on local, regional, and national professional associations. Review teacher liability codes and practices	

Competency Area VI 13:

Instructional Proficiency Level II: Candidate should demonstrate acceptable progress in 90% of the representative behaviors.

SECTION III: EVALUATION AND ASSESSMENT FORMS

The following planning and evaluation forms are provided as tools for the assessment of the pre-service teacher in a clinical program. The forms are adaptable for use in guiding the improvement of teacher performance as a part of the continuing inservice program.

It is recommended that each candidate, with his or her supervisors, review each competency area as well as the evaluation forms prior to planning the first instructional unit. The specific competencies to be accomplished should be agreed upon by the candidates and the supervisors near the beginning of the program. For example, Competency Area I should be reviewed to establish which competencies would be demonstrated within a definite period of time. Additional competencies may be selected in an order most appropriate for the needs of the curricular program as well as for those of the candidate. A definite plan for achievement of certain competencies is outlined under Instructional Proficiency Level I; completion of Level II indicates that the candidate has accomplished a minimum of 90% of the competency areas with the representative behaviors.

INSTRUCTIONAL PROFICIENCY LEVEL I

Evaluation of Prepared Instructional Unit

Form A

The following items and suggestions are to be considered when evaluating the candidate's plans. (The unit should include eight to ten sequential lessons; the first three or four lessons should be detailed with an outline of the content of the remaining lessons.)

1. Goals and Objectives

   - Are the goals stated (general statement of the focus of the unit)?
   - Are objectives listed (more specific definition of the goal)?
   - Are objectives appropriate for the age/grade level?
   - Do objectives include those focused on physical/psychomotor as well as on affective skills--self-concept, attitudes, cognitive and creative outcomes?

2. Assessment of Children's Needs

   - Are plans made for collecting information grouped by sex and race to assess if the needs are different?
   - To what extent have any of the children accomplished the objectives?
   - Are there prerequisite skills/learning which are necessary for success?
   - Have the special needs/interests of all students been identified?

3. Strategies, Techniques, and Activities

   - Does the introduction to the unit and to appropriate lessons include activities and presentations/films for gaining children's interest and acceptance of the purpose of the unit? What motivation techniques need to be applied?
   - Is there a developmental and progressive sequence within and between the lessons in the unit? Do the later lessons build upon previous lessons?
   - Are there sufficient activities to allow for the majority of classes to accomplish the objectives?
   - Do the units contain a variety of strategies and methods?
   - Are techniques for minimizing any observed patterns of sex differentiation included?
   - Are the organizational aspects considered (space, type of equipment, arrangement of apparatus and stations)?
   - Are management tasks considered?
   - Do the unit and lessons include steps to provide for a summary and the integration of learning? (Does the end of a lesson provide a relaxation or quiet period for discussing the day's activities; reviewing games and rules; a dance sequence; or the pulling together of ideas and strategies?)

4. Assessment/Evaluation Plans

- Are plans made for the evaluation of objectives? How will you know what has been accomplished?
- Are plans complete for measuring, recording, and providing feedback on children's programs?
- Is there a plan for recording children's progress? Are records kept by sex (and race) to aid in developing equitable programs?
- Will the children be informed of their progress? How?

Evaluation of Candidate's Teaching Performance

Instructional Proficiency Level I and Level II

Form B

Check the column at the right which best describes the demonstrated performance of the teaching standards listed below.

	Not Observed	Unsatisfactory	Acceptable	Average	Strong	Outstanding
Preparation						
1. Development of instructional objectives						
• are objectives appropriate?						
• do objectives consider physical abilities, skills, and attitudes, as well as social and creative abilities?						
2. Assessment of children's needs						
• are prerequisite skills and abilities identified?						
• are children's backgrounds and previous experiences identified?						
• are patterns of sex (race) differentiation identified through observational records?						
3. Planning and organization of lessons and units						
• have the available resources to achieve the objectives been explored?						
• are alternative strategies considered?						
• do activities relate to lesson objectives?						
• are activities structured to minimize observed patterns of sex/race differentiation?						

Teaching

	Not Observed	Unsatisfactory	Acceptable	Average	Strong	Outstanding
4. Planning of strategies and activities						
• do strategies fit the objectives and activities?						
• do strategies reflect sex-equity goals?						
• is a variety of strategies and methods used?						
• do activities provide for total growth?						
• are all elements of a lesson included?						
• do strategies encourage creative thinking?						
• do strategies reflect the teacher's mastery of activities and concepts being taught?						
• is the sequence of activities developmental?						
• are activities provided for EVERYONE?						
5. Effective management and interaction						
• are instructions and procedures understood?						
• do the language and physical learning promote effective learning overall?						
• are stations, equipment, and visual aids appropriate to the content?						
• is positive reinforcement used equitably?						
• is a productive learning environment maintained?						
• are appropriate actions taken to minimize sex/race differentiation?						
• is self-direction in learning promoted?						
• are individuals and groups allowed to make decisions on group games and routines?						
• is effective learner participation achieved?						
• are planned strategies modified to take advantage of unexpected learning opportunities?						

	Not Observed	Unsatisfactory	Acceptable	Average	Strong	Outstanding
6. Measuring the achievement of objectives						
• are formal and informal techniques utilized?						
• do children show the desired changes in objectives?						
• do children show increased skill and knowledge?						
• are children aware of their accomplishments?						
• are data recorded by sex for each of the above?						
Evaluation						
7. Interpreting and using the results						
• does the candidate recognize the reasons for success or failure in achieving the objectives?						
• is analysis of results used to modify objectives and lessons?						
Professionalism						
8. Demonstration of professional qualifications						
• does the candidate assume appropriate responsibility promptly?						
• are initiative and independence demonstrated?						
• are suggestions for self-improvement sought and implemented?						
• does the candidate present an acceptable appearance?						
• are health, vitality, and fitness evident?						
• does the candidate relate well to children, parents, and teachers?						
• is a commitment to equal opportunity demonstrated?						

Comments:

INSTRUCTIONAL PROFICIENCY

LEVEL I AND LEVEL II

Form C

For each competency, please indicate the percentage of representative behaviors that were demonstrated by the candidate. (List by the objective number from the modules.) Comment on the areas of strength, as well as those areas in which improvement or additional competencies need to be shown.

_____

I. Provide A.C.T.I.V.E. Approach and Equal Opportunity

1. Equal Opportunity and Sex Equity

Comment: _____

_____

2. A.C.T.I.V.E. Approach

Comment: _____

_____

II. Build Positive Self-Concept and Self-Responsibility

3. Positive Self-Concept

Comment: _____

_____

4. Self-Responsibility and Self-Direction

Comment: _____

_____

III. Provide for Physical, Cognitive, and Creative Competencies

5. Physical Competencies: Gymnastics, Creative Movement and Dance, Games and Sports

Comment: _____

_____

6. Cognitive Competencies

Comment: _____

_____

7. Creative Competencies

Comment: _____

_____

IV. Promote Positive Functioning of Children in a Group

8. Interaction/Cooperation/Competition

Comment: _____

_____

9. Class Management

Comment: _____

_____

V. Establish and Maintain a Developmental and Safe Learning Environment

10. Developmental Learning Environment

Comment: _____

_____

11. Safe Environment

Comment: _____

_____

VI. Conduct Professional Responsibilities Related to the School's Physical Education Program

12. Total Program Design and Implementation

Comment: _____

_____

13. Personal and Professional Abilities and Growth

Comment: _____

_____

INSTRUCTIONAL PROFICIENCY LEVEL I

Form D

Evaluation of Instructional Unit

Assessment of Progress:

Form A:

Form B:

Form C:

Area I: 1.1-1.6; 2.1-2.5:

Area II: 3.1, 3.2; 4.1, 4.2:

Area III: 5.1 or 5.2 or 5.3; 6.1, 6.2; 7.1:

Area IV: 8.1, 8.2, 8.3; 9.1, 9.2, 9.3:

Area V: 11.1-11.3:

Satisfactory_____ Unsatisfactory_____

INSTRUCTIONAL PROFICIENCY LEVEL II

Assessment of Progress:

1. Verification units of candidate's instruction and competencies are complete.
2. Form B: Demonstrates a minimum level or average competency in each behavior.
3. Form C: Demonstrates acceptable proficiency in the six competency areas with completion of 90% of representative behaviors.